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ABSTRACT

A program of health education was instituted in 1974 in three counties of Appalachian Maryland, beginning in fifth grade and designed eventually to include sixth and seventh grades. The first phase was a workshop for approximately 165 teachers designed to take them through the same learning experiences that they would provide to their own students. Results of a questionnaire administered to the teachers at the end of the workshop are presented. At the beginning of the year, a 54-item test of knowledge about the lungs and respiratory system was administered to the fifth grade pupils; it was readministered at the end of the year. Mean scores for the group increased from 19 to 27. This gain was judged to be statistically significant. Parents of the children also replied to a questionnaire about their attitudes and opinions. The responses to this questionnaire are presented. In general, the questionnaires elicited very favorable responses. (CTM)

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A PROGRESS ASSESSMENT OF THE
SCHOOL HEALTH EDUCATION PROJECT OF
APPALACHIAN MARYLAND

Project #03-H-000, 274-02
ARC SECTION 202 - HEALTH DEMONSTRATION AND
MARYLAND REGIONAL MEDICAL PROGRAM FUNDS

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Philadelphia, Pennsylvania

by

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CHAPTER I
PROJECT OVERVIEW
AND EVALUATION PURPOSE

Project Overview

From 1974 to the present, the Appalachian Counties of Allegany, Garrett, and Washington, (Maryland) have participated in the School Health Education Project administered by the Regional Education Service Agency of Appalachian Maryland (RESA). The overall purpose of the Berkeley project is to help pupils in grades five through seven gain new knowledge and develop positive attitudes so they will be better prepared to make positive decisions regarding their personal health practices. The project was funded during the first two years by the Appalachian Regional Commission (Section 202), and the Maryland Regional Medical Program.

As a result of the first year funding (1974-75) of the demonstration project, the lung and respiratory system curriculum of the Berkeley Health Model was incorporated into the fifth grade program. The local boards of education are currently maintaining the fifth grade program in approximately 56 schools representing 3,775 pupils.

During the second year of funding (1975-76), the heart and circulatory system curriculum was incorporated into the sixth grade program in which approximately 3,030 pupils participated. The original intent was to include some 3,700 pupils; however, due to the scheduling of teacher/principal training sessions approximately 700 pupils were unable to complete the program. However, at the time this report was being written (Fall 1976), all sixth grade pupils were participating in the program.

Consistent with the conditions of the notice of grant award (second

(year funding 03-H-000, 274-02), an evaluation for measuring the results of the curriculum was to be submitted to the funding agency.

Purpose of the Evaluation

The purpose of the evaluation component of the School Health Education (Berkeley) Project was to retrieve data to determine program effectiveness. Four informal assessment techniques were utilized to determine levels of accomplishment: (1) questionnaire and rating scale for the workshop/training sessions; (2) knowledge test-selecting a sample of sixth grade pupils; (3) open-ended questionnaires to retrieve parent and teacher information; and (4) on-site visits utilizing a team approach.

CHAPTER II
PRESENTATION OF DATA
MAJOR FINDINGS

Training Sessions

Prior to implementing the health program in the classroom setting, educators involved in the project completed a workshop designed to take them through the same basic learning experiences they are expected to replicate with their own students. In essence, it is a performance-based teacher education program. (3:449)

Training sessions have been conducted in Allegany, Garrett and Washington Counties. Previously trained teams were utilized to conduct the workshops. Approximately 165 teachers and/or principals were trained from the Appalachian Maryland Counties.

At the conclusion of the workshops, a questionnaire and rating scale instrument were completed by 129 participants (78.2 percent). The results of the questionnaire are presented in Tables I and II. A copy of the instrument is included in Appendix A.

Workshop Questionnaire. Overall, the participants (Region - 98.5 percent) indicated that the workshops were a valuable experience (72.1% yes, quite a lot; 26.4% yes, something; Table I). Several respondents specifically indicated that the following factors contributed to a successful workshop: (1) resource people - health department personnel, medical profession, etc.; (2) program materials; (3) group interaction and sharing of ideas; (4) center development and utilization; and (5) cooperativeness and leadership of the training team.

TABLE I
RESPONSES TO QUESTIONNAIRE STATEMENTS
RELATING TO SCHOOL HEALTH EDUCATION
TRAINING SESSIONS BY COUNTY
AND REGION

Statement	Allegany		Garrett		Washington		Region	
	N	Per Cent of Total	N	Per Cent of Total	N	Per Cent of Total	N	Per Cent of Total
1. Do you feel that anything of value happened during this workshop?								
a. Yes, quite a lot	48	75.0	15	78.9	30	65.2	93	72.1
b. Yes, something	16	25.0	4	21.1	14	30.4	34	26.4
c. Not much	-	-	-	-	2	4.4	2	1.5
d. Nothing	-	-	-	-	-	-	-	-
TOTAL	64	100.0	19	100.0	46	100.0	129	100.0
2. If you found something of value in this workshop, does any particular happening or idea stand out in your mind?								
a. Nothing of value happened	-	-	1	5.3	-	-	1	0.8
b. It was a valuable work- shop, but no particular thing stands out	20	31.3	8	42.1	15	32.6	43	33.3
c. Yes, something does stand out for me, namely	44	68.7	10	52.6	31	67.4	85	65.9
TOTAL	64	100.0	19	100.0	46	100.0	129	100.0

TABLE I, con't.
RESPONSES TO QUESTIONNAIRE STATEMENTS
RELATING TO SCHOOL HEALTH EDUCATION
TRAINING SESSIONS BY COUNTY
AND REGION

Statement	<u>Allegany</u>		<u>Garrett</u>		<u>Washington</u>		<u>Region</u>	
	N	Per Cent of Total	N	Per Cent of Total	N	Per Cent of Total	N	Per Cent of Total
3. If you found something in this workshop to be of no value, was there a particular happening or idea that stands out in your mind as being valueless?								
a. Most everything was of some value	48	75.0	15	78.9	27	58.7	90	69.8
b. Some parts of the workshop had no value, but no particular thing stands out	11	17.2	-	-	12	26.1	23	17.8
c. Yes, something stands out for me as having no value namely	5	7.8	3	15.8	4	8.7	12	9.3
d. No response	-	-	1	5.3	3	6.5	4	3.1
TOTAL	64	100.0	19	100.0	46	100.0	129	100.0
4. Was there any feature about the way this group operated that you thought particularly effective?								
a. No	15	23.4	4	21.1	11	23.9	30	23.2
b. Yes, namely	48	75.0	15	78.9	35	76.1	98	76.0
c. No Response	1	1.6	-	-	-	-	1	0.8
TOTAL	64	100.0	19	100.0	46	100.0	129	100.0

TABLE I, con't.

RESPONSES TO QUESTIONNAIRE STATEMENTS
RELATING TO SCHOOL HEALTH EDUCATION
TRAINING SESSIONS BY COUNTY
AND REGION

Statement	<u>Allegany</u>		<u>Garrett</u>		<u>Washington</u>		<u>Region</u>	
	N	Per Cent of Total	N	Per Cent of Total	N	Per Cent of Total	N	Per Cent of Total
5. Was there any feature about the way this group operated that you thought particularly ineffective?								
a. No	52	81.3	16	84.2	33	71.7	101	78.3
b. Yes, namely	12	18.7	3	15.8	12	26.1	27	20.9
c. No Response	-	-	-	-	1	2.2	1	0.8
TOTAL	64	100.0	19	100.0	46	100.0	129	100.0

In addition, an eight-item Likert Scale (1-5) was administered to the workshop participants. Table II illustrates that each of the eight items was more than satisfactory, ranging from a low mean of 4.11 to a high mean of 4.42 out of a possible five (5).

A final item on the opinionnaire sought methods for improving subsequent workshops and training sessions. The most prevalent problem encountered by workshop participants centered around a lack of structure and organization in the proceedings. A feeling of being overwhelmed at times and nothing to do at other times was also present, which again speaks to the lack of structure and organization of workshop activities. In addition, most participants would prefer to have as much of the materials as possible prior to attending the workshop (agenda, schedule of events, overview of project goals and objectives, and an outline of phases).

Student Testing

Instrument and Sample. During the first year of the project (1974-75), a control/experimental design was utilized to determine knowledge gain differences on a pre-post-test basis. The success of the fifth grade program and the overall intent of the project; that is, to provide the Berkeley Health Model to as many students as possible, ultimately led to the decision to change the design. During the second year (1975-76), the project selected nine (9) schools located within geographical and logistical parameters to provide test information. A total of 974 students were tested with a modified version (the Knowledge Inventory: Heart and Circulatory System) of an instrument developed by Dr. Larry R. Olsen, University of Illinois. The design provided an item analysis as well as F and t - test of significance

TABLE II
RESPONSES TO RATING STATEMENTS
RELATING TO SCHOOL HEALTH EDUCATION
TRAINING SESSIONS BY COUNTY
AND REGION

RATING: Poor 1 2 3 4 5 Good

Statement	<u>Allegany</u> (N=64) Mean	<u>Garrett</u> (N=19) Mean	<u>Washington</u> (N=46) Mean	<u>Region</u> (N=129) Mean
1. Goals of the workshop	4.31	4.26	4.17	4.19
2. Participation in the workshop	4.17	4.00	4.07	4.11
3. Leadership of the workshop	4.22	4.63	3.91	4.17
4. Your feelings during the workshop	4.44	4.47	4.11	4.11
5. Organization of the workshop	4.27	4.63	4.09	4.26
6. Attitude about the workshop	4.19	4.37	4.07	4.17
7. Content of the workshop	4.48	4.32	4.37	4.42
8. Productivity of the workshop	4.27	4.63	4.22	4.30

on differences between pre and post-test scores.

Findings. The item analysis indicated that three (3) of the 54 items were inappropriate. These items were discussed by the Project staff, RESA staff, and Evaluation staff. Reasons provided by these personnel indicated that the items tested by these three questions were either covered in the regular classroom during normal course scheduling or were omitted in the Berkeley program. Poor wording was suggested as another possible problem. Steps to alleviate these problems have been initiated.

The pre to post-test data indicated that the mean scores showed a positive gain of eight (8). The mean pre-test score for the total group was 19; the post-score mean 27, a significant difference F and t at the .0001 level. The test results were also compared within schools to insure that one or two schools did not contribute the total gain across groups. A significant gain between pre and post-test scores was found in eight (8) of the nine (9) schools, indicating again that the project had a significant impact on the students in the schools selected for inclusion in the sample.

Parent and Teacher Data

Parent Questionnaire. A two-part questionnaire was administered to selected parents of project children of which 338 returns were compiled and analyzed. The first four (4) questions (Table III) sought information relating to the parents knowledge of the program activities. The parents were: (1) aware that their child was studying health; (2) convinced that their child was more knowledgeable about the heart and circulatory system; (3) sure that their child would more likely take care of his/her heart and circulatory system; and (4) convinced that their child had more respect and appreciation of the community and its health services.

TABLE III
PARENT RESPONSES TO QUESTIONS
RELATING TO SCHOOL HEALTH
EDUCATION PROGRAM
BY REGION

Question	Yes	No	No Response
1. Have you been aware that your child is studying health at school?	325	1	2
2. Do you think your child is more knowledgeable about ways to prevent heart diseases and other circulatory problems?	324	12	2
3. Do you think your child is more likely to take care of his/her heart and circulatory system as a result of the health program?	314	19	5
4. Do you think your child has more respect and appreciation of the community and its health services?	309	19	10

The second part of the questionnaire (Table IV) retrieved information regarding comments made to the parents by their own children in the home setting. The responses ranged primarily between "some" and "considerable" on all items, including smoking, heart disease, alcohol, proper diet, and drugs. Smoking and drugs were both primarily in the "considerable" category.

On an open-ended response question, the parents overwhelmingly endorsed the Berkeley Health Project. The responses are too numerous to include here. The reader is directed to Appendix B of this report for parent comments.

Teacher/Principal Follow-Up. During the final month of the Project, a similar instrument was administered to the teachers and principals. Table V presents the factors probed and the typical summary responses of this group. The table is generally self-explanatory; very little needs to be added except to point out that this group was also of the opinion that the program was extremely successful.

On-Site Visits

Site Visitation Reporting Form. During March and April of this project year, project coordinators, parents, health personnel and RESA staff made on-site visits to eight (8) selected schools in the region to informally observe the implementation of the program. Again this year, the primary purpose of the visits was more informational than evaluative. A standard format was used to observe administrative support, teacher reaction, student reaction and suggestions for improvement. Generally, the following observations were reported: (1) there is evidence of support and cooperation

TABLE IV
COMMENTS CHILDREN MADE
REGARDING THE HEALTH
PROGRAM AS INDICATED
BY PARENTS

Statement	Region			
	No	Some	Considerable	No Response
1. Smoking and his health	29	116	188	5
2. How one can prevent heart disease	31	154	144	9
3. Alcohol and his health	68	154	110	6
4. Has become more aware and concerned about proper diet and exercise and their contribution to good health	23	176	134	5
5. How drugs affect the body	31	133	167	7

TABLE V
TEACHER/PRINCIPAL RESPONSES TO QUESTIONS/STATEMENTS
AFTER IMPLEMENTING THE SCHOOL
HEALTH EDUCATION PROGRAM
BY REGION

Item No.	Factor Probed	Summary/Typical Responses
1.	Accomplishment of program goals	The overall goals were accomplished
2.	Comments for program improvement	Scheduling and organization of materials Availability and coordination of community resource persons
3.	Additional assistance during training workshop	Preparation of center materials Workshop was very worthwhile
4.	Most helpful aspect of the workshop	Resource people Learning centers, films, program materials, etc.
5.	Instructional materials most helpful	Films, filmstrips, books, pamphlets, tapes, human torso, etc. Teacher guides and student packets.
6.	Consultant and community involvement	Nutritionists, doctors, nurses, lab technicians, State Police, etc. (two out of three counties indicated a great degree of involvement)
7.	Children responses to the health program	High degree of motivation and interest
8.	Parent involvement	Overall, very good

(between the principal and teachers; lack of support seems to be dependent upon principal interest in the overall program and the degree of participation in project training sessions; (2) there is typically a very positive and enthusiastic attitude displayed by the teaching staff; and (3) students are very interested in the program and feel directly involved in the process, especially the "hands-on" experiences and activities provided by the project.

All suggestions were positive in nature involving the maintenance of the present program and expansion of the total program to all schools, which, it should be pointed out, is being accomplished.

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Workshops/Training Sessions. Participants in the workshops/training sessions consistently rated the experiences and activities as rewarding and valuable. Goals, participation, leadership, content and productivity were given high ratings at the conclusion of workshops. An apparent weakness of this project activity concerns the structure and organization of workshop content and activities, although the participants, as a whole, did not express this concern on the end-of-workshop rating scale.

Knowledge Inventory. The project sixth grade participants evidenced statistically significant gains on a pre-post-test, F and t test difference. Steps have been initiated to review the test for apparent weaknesses in three of the 54 items. The design utilized this year appears to be appropriate and deserves attention regarding its relevancy for subsequent use in the seventh grade component.

Parent and Teacher Information. Parents and teachers appear to be extremely supportive of the project and look forward to its continuation and expansion in the region. The information which the children gain from their participation in the project is apparently being communicated to the home environment.

On-Site Visitations. On-site reviews by coordinators, parents, health officials and RESA staff lend further support to the contention that this project is a viable and important delivery system within the normal school setting. It would also appear to be an appropriate strategy for inculcating

(preventive health practices among school age children.

Recommendations

Based upon the findings and conclusions of this second year Project, the following recommendations seem warranted:

Workshops/Training Sessions. The Berkeley staff, RESA staff and Evaluation staff should review the format of the workshop sessions and revise the structure and organization of program activities. Emphasis should be given to the length of the workshop (five days, seven days, etc.); scheduling of activities (interspersing difficult phase materials with corresponding "practical" approaches and use of materials in unique situations); and a "wrap-up" session at the conclusion of each workshop (emphasizing problems that may be encountered during actual program implementation). Finally, consideration should be given to making available to project participants a synopsis of program goals, objectives, phases, and other relevant content materials prior to the actual dates of the workshops.

Knowledge Inventory, Test, and Sample. The design utilized for the sixth grade program would appear to be totally appropriate for use in the seventh grade (Brain and Nervous System) Model. A similar sampling technique of F and t - test, pre-post-test differences model should be used for the seventh grade program.

Procedures should be initiated to identify a sample of approximately 100 students from the original sample who were administered the attitude inventory during the first year of the program. The primary purpose of this endeavor would be to determine the attrition rate as well as problems encountered as the students matriculate from a junior high to a senior high program.

(Parent and Teacher Follow-Up. The project staff should utilize the same format but change the content areas of the feedback opinionnaire as it relates to the Brain and Nervous System component. The staff should also continue to collect data from parents to maintain the communication link between the school and the home.

On-Site Visitations. The on-site visits should be continued during program implementation to provide an immediate feedback mechanism to all project personnel. The information collected during this phase may also be used to ascertain program strengths and weaknesses.

(Coordination. Immediate attention should be given by the local boards of education to provide the coordination function for this program after federal support terminates. This critical factor needs to be addressed to insure the same degree of success that has been demonstrated over the past two years.

SELECTED REFERENCES

SELECTED REFERENCES

A. Books

1. Runkel, Philip J. and McGrath, Joseph E. Research on Human Behavior: A Systematic Guide to Method. New York: Holt, Rinehart, and Winston, 1972.
2. Schein, Edgar H. Process Consultation: Its Role in Organization Development. Reading, Mass.: Addison - Wesley, 1969.

B. Periodical

3. Caramanica, Virginia P., Feller, Ellen Gail, and Olsen Larry K. "Evaluation of the Effects of Performance Based Teacher Education in the Health Knowledge and Attitudes of Fifth Grade Students." The Journal of School Health, XLIV (October, 1974), 449.

APPENDIX A
WORKSHOP RATING SCALE

School Health Education
Program Assessment for
the "Berkeley Model"

Teacher Training Phase

I. Please check the areas that are applicable:

- ☐ teacher
☐ principal
☐ teacher & principal

County Represented

- ☐ Allegany ☐ Washington
☐ Garrett

II. The following questions measure participants' reactions to workshops.

A. Please respond to each of the following questions:

1. Do you feel that anything of value happened during this workshop?
☐ Yes, quite a lot.
☐ Yes, something.
☐ Not much.
☐ Nothing.
2. If you found something of value in this workshop, does any particular happening or idea stand out in your mind?
☐ Nothing of value happened.
☐ It was a valuable workshop, but no particular thing stands out.
☐ Yes, something does stand out for me, namely:
3. If you found something in this workshop to be of no value, was there a particular happening or idea that stands out in your mind as being valueless?
☐ Most everything was of some value.
☐ Some parts of the workshop had no value, but no particular thing stands out.
☐ Yes, something stands out for me as having no value, namely:

4. Was there any feature about the way this group operated that you thought particularly effective?
 () No.
 () Yes, namely:

5. Was there any feature about the way this group operated that you thought particularly ineffective?
 () No.
 () Yes, namely:

B. Answer the items according to your own opinions about the workshop. There are no right answers. Circle the number on the scale that corresponds to your opinion and underline the words that apply.

1. Goals of the workshop
 Poor 1 2 3 4 5 Good
 (unclear; diverse; conflicting; unacceptable) (clear; shared by all; endorsed with enthusiasm)
2. Participation in the workshop
 Poor 1 2 3 4 5 Good
 (few dominate; some passive; some not listened to; several talk at once or interrupt) (all get in; all are really listened to; open and lively discussion)
3. Leadership of the workshop
 Poor 1 2 3 4 5 Good
 (group needs for leadership not met; group depends too much on one or a few persons; no direction or no leadership) (a sense of direction; leaders allowed to emerge as needs for leadership arise; everyone feels free to volunteer to lead)
4. Your feelings during the workshop
 Poor 1 2 3 4 5 Good
 (I was unable to express my feelings; my feelings were ignored; my feelings were criticized) (I freely expressed my feelings; I felt support from the participants)

5. Organization of the workshop

Poor 1 2 3 4 5 Good

(it was chaotic; it was too tightly controlled; very poorly done; I felt manipulated)

(it was very well organized; it was flexible enough so we were able to influence it; all went smoothly)

6. Attitude about the workshop

Poor 1 2 3 4 5 Good

(boring; it was a waste of time; I don't like the way it was presented; disliked it)

(interesting; was helpful; liked it)

7. Content of the workshop

Poor 1 2 3 4 5 Good

(uninstructional; did not learn much, not informative; too much process, not enough content)

(learned a lot; was informative; I'll be able to use the content; content appropriate to our needs)

8. Productivity of the workshop

Poor 1 2 3 4 5 Good

(didn't accomplish much; no useful ideas emerged; it got us nowhere)

(got a lot done; very fruitful; something will come of this workshop)

III. What suggestions or criticisms do you have for improving the workshop?

1. Runkel, Philip J.; and McGrath, Joseph E.
1972. Research on human behavior: a systematic guide to method.
New York Holt, Rinehart, and Winstone.
2. Schein, Edgar H.
1969. Process consultation: its role in organizational development
Reading, Mass.: Addison - Wesley.

APPENDIX B
PARENT COMMENTS

SCHOOL HEALTH EDUCATION CURRICULUM PROJECT

PARENT RESPONSES
(Direct Quotations)

I think it is a very nice program, to help children learn more about health care.

This has been very educational to _____, I hope they carry it thru to the 7th grade.

I think it is a very good program and should be kept in the school.

I think the Health Unit was a very good class. I hope my younger children have the opportunity to learn this also.

I feel it is a worthwhile program.

I think its great. Wish you would stress it more.

I think this is a good program for my child; to keep her more aware of her health habits and to stay healthy.

I believe this a wonderful subject for children especially smoking and health and about heart disease. He really seems to know quite a bit.

I think all children should be taught this program because of their health.

I think this health program is profitable to children learning about drugs and their circulatory system and learning how to prevent heart attacks and lung cancer and such.

It was a very good program.

I believe this a very good project. My son at 11 years old knows more of what these things can do to your body and health than my 15 year old does - simply because my 15 year old was not taught these things at home or in school.

I think they should be graded on it. They are taking it in school.

I really feel it is a good program and I know my child has benefited from it. She has really enjoyed the program. Some of the activities were especially interesting, such as cutting up the hearts.

This health program is good. It made my child more aware of his health and how his body functions. I hope the program continues.

_____ enjoyed all the centers particularly the blood test. Thank you

for a most informative program.

Doesn't discuss unless he is asked.

My daughter is more apt to continue on with health and her plans since this program was started. I believe it has helped her to realize many problems of today's youth and to the problems of people in their health and knowledge.

A program such as this is fine but seems greatly hypocritical when schools weaken and establish or allow smoking in school, the community and society lower drinking ages.

Very good.

My daughter was quite pleased with the unit on the heart. She learned many new vocabulary words as well as the function of each of these words in relation to the heart.

I think that it is a very good program and should be continued, because it has made my daughter more aware of her body and what she can do and not do to make it function properly.

I am very pleased that my child was in the program. My child was very enthused about the program and seemed to learn a great deal from it.

I think this health program is wonderful and very important at an early age. Just as important as any other subject.

She has learned and become very concerned about cholesterol, a subject we never talked about at home before.

I have gotten the idea that he has enjoyed working on the "Berkeley Project" although he hasn't been terribly verbal about the specifics.

I was aware that my child was studying health; however, there could be additional emphasis placed on the parent-child relationship with respect to this subject.

_____ is more aware of how the human body functions, and some of the things she learned really fascinated her a lot.

This program is very good!

I believe the reason he made no comments about this health program is children his age are too young to think seriously about most of this stuff. Most children in the sixth grade are not concerned or even thinking about proper diets, good health or heart disease.

Keep up the good work, give the children more medical care, (shots).

Better food in schools, and more of it. I think a lot of children depend on the school lunches (it's probably the only meal they get that day). Make adults more aware of health problems in children.

My daughter was very interested in the Berkeley Project and learned a great deal. She talked considerably about it and was especially concerned about smoking and health. I hope it will continue in the schools.

My daughter has always been interested in the health of the people she cares about. This Health Program she studied this year at _____ has brought many comments about the human body and how we can take better care of ourselves. I doubt that she will ever smoke, and she is trying her very best to stop those around with her newfound knowledge. I feel this program has been extremely beneficial to her and to the members of our family.

To help your heart condition don't smoke, don't lift heavy objects, and watch your diet.

It was an adventurous, knowledgeable experience.

I think this program has made my daughter think about smoking and drugs more than she would have without this program. I know she has really enjoyed learning about parts of her body and the effect different drugs have on your body. The importance of good eating habits and exercise.

This program has made my child stop and read labels to see what is being put into the food she eats. Some food she has stopped eating altogether. I think it has been a very good program for the children.

I feel this project was very educational to my child. Through studying this he even knew where a blood clot could go and what could happen. I was surprised that he knew this and was very pleased.

The program was excellent, and we are very pleased that our son could be part of the Berkeley Project. He has benefited a great deal from the program.

I think it is an excellent program.

My child enjoyed this project more than any other series on health. He seems very knowledgeable in all areas he studied. As parents, we only wish our older children had had a chance to study this project.

The content learned by _____ was considerably more in-depth than anything I had at a comparable point in my education. I am very glad she had an opportunity. I also feel that similar units should be available as this year has clearly demonstrated that sixth graders can handle the subject matter.

I think this project is very worthwhile. Just from hearing from my sons about respiratory, heart and circulatory systems, has made my husband and

myself, aware of things we didn't think about before. If this project helps one child become more aware of these things it will have been worth doing.

As a visitor to the school for the exhibits in connection with the Berkeley Project, I was quite impressed with the scope of the project. It was informative to me, and _____ has made up a notebook of all her papers for us to refer to.

Our child is more aware of the broad range of health careers.

An excellent program. Our child was very interested in this and perhaps may set her life's goal of nursing because of it.

My child was very much interested in this program and kept me posted on the different things they were studying.

My husband and I both think this is a very worthwhile project for the children. It has made them more aware of things such as the heart, and taught them things, that we as parents can't teach ourselves, because sometimes we don't know these things either. I have learned from this project too. I think they really take an interest in something like this and would like for it to be taught more often.

I think the program is really a beneficial program. I'm very pleased that he is concerned about his health and ours.

I feel this program is very beneficial for both students and parents.

We have been well satisfied with the Berkeley Project.

My daughter was just bubbling with excitement over this health project and hospital visit. She was so enthused, she has decided to be a nurse. I think this was a very good project for this age group, since heart disease seems to be a growing thing, and also before they get to that "teenage, I don't care" stage. Maybe they'll think about what they have been taught, before they rush into smoking and drugs as they leave grade school and enter Jr. and Sr. High School. This seems to be when they pick up the smoking, drinking, and drug habits anymore. I truly believe it was a wonderful project and keep up the good work.

Excellent Program.

The program was very interesting. I enjoy talking and taking part in the program with the children. I think the children learned a great deal about their heart and how it works.

I think the program was excellent. My child benefited greatly from it.

_____ seems to have really enjoyed this project. He has explained the circulatory system to us and was quite interested. I feel he has learned

a lot from this experience. He especially enjoyed the trip to ACC.

Excellent Program - makes a child very aware of the health of themselves and their family.

My son was highly interested in the program and seemed to enjoy the experience.

My child really seemed to enjoy this program.

My son enjoyed the study program very much and commented that it wasn't long enough. He talked more about the Berkeley than any other work in school.

Program was very exciting to my child.

I am glad that my son has learned a good deal about things concerning the body. I think it is a very good program to teach the children. I am sure my son has enjoyed working with the program.

I think this project is profitable not only to the child, but to their families as well. My child has become more aware of her body and the things that will harm it.

This has been a very beneficial and important part of our child's education. It has been invaluable to her total development. Thank you for providing this program for her to be a part of.

Really stimulated _____ interest - excellent program.

We have been very pleased with the Berkeley project and feel the entire family has benefited by discussions of it.

I am extremely pleased with the effort of the teachers, and the interest my child showed because of the way it was presented. Hopefully, the program made a permanent impact on my child's way of thinking which will stay with her a lifetime. I feel nutrition and health should be more a part of the educational process throughout the school years.

Have noticed increased interest in anatomy and excitement about learning during the Berkeley Program. This was a very pleasant change from the "normal" (whatever is normal) attitudes displayed about school.

I think this is a terrific program. My daughter enjoyed it immensely and learned a great deal from it and in return, taught us! She talked about it often and especially enjoyed the tour at ACC.

Remarkable understanding of nicotine and alcohol effect on blood stream.

Student presentations of learning centers was very good preparation for future public speaking.

I am impressed with the program and would like to see it continue. Drug education would be a good addition. Thank you.

I have been very pleased with the effort Allegany County Board of Education has put forth in promoting this valuable information to the elementary level.

This seems to have been the most profitable learning experience the sixth grade children have had this year. Hardly a day passed that we did not hear about what had been discussed in the Berkeley project.

I think it is an excellent program.

This health program has been a very good subject and one I am sure which has made an impression on the students.

Perhaps more detail and explanation of a balanced diet would be helpful, especially in the area of fruits and vegetables which would affect their immediate eating habits.

I think this is an excellent program for my daughter to learn. She has been very interested in every phase of this Berkeley Project, and will help her to understand more about taking care of her body.

Very good.

It seems to be a very worthwhile program. My child has learned a great deal about one's body and health. She seemed to enjoy the program.